

Summer 1: 2020
(Term dates: June 1 – July 3, 2020)
School of Education
The University of Texas at Tyler

Syllabus EDUC 5351.461
Assessment in Educational Settings
100% Online -- 3 Credits – (50790)

Last Day to Withdraw from Course: Summer I: June 22, 2020

A. Instructor Information

Name: *Annamary L. Consalvo, Ph.D., Associate Professor, Literacy*
Email: aconsalvo@uttyler.edu *(best way to reach me)*
Office Address: *HPR 267; School of Education, 3900 University Blvd. Tyler, TX 75799*
Office Phone: *(903) 565-5576*
Office Hours: *By Zoom--via individual appointment and/or during office hours:
 Friday 2:00-3:30 CST June 5, 12, 19, 26. Please email me for an appointment.*

B. Course Description

From the catalog: *“Analysis and application of elements of pre- and post-assessment in educational settings including learning products and processes, learning environments and instructional decisions.”*

C. Course Rationale and Knowledge Base(s)

This graduate level course builds upon the knowledge base and experiences gained in prior graduate and/or undergraduate coursework addressing ways in which educators examine whether and how student learning outcomes have been met.

According to the American Federation of Teachers, the National Education Association and the National Council on Measurement in Education (1990), teachers should be able to:

1. choose assessment methods appropriate for instructional decisions
2. develop assessment methods appropriate for instructional decisions
3. administer, score, and interpret results of both externally-produced and teacher-produced assessment methods
4. use assessment results when making decisions about individual students, planning teaching, developing curriculum and planning for school improvement
5. develop valid grading procedures which use pupil assessment
6. communicate assessment results to students, parents, other lay audiences and educators
7. recognize unethical, illegal, and otherwise inappropriate assessment methods and uses of assessment information.

Of the guiding [Texas Educator Standards](#), the aims of this course pertain primarily to:

Standard (5) --Data-Driven Practice: *Teachers use formal and informal methods to assess student growth aligned to instructional goals and course objectives and regularly review and analyze multiple sources of data to measure student progress and adjust instructional strategies and content delivery as needed.*

D. Student Learning Outcomes (SLO) Aligned with State and National Standards and Assessments

| # | Learning Outcome | Texas Educator Standards | Assessment |
|-------|--|---|---|
| SLO 1 | Develop a deeper understanding of the theory and research foundations underpinning best practices in assessment and evaluation of student learning. | Standard 1-- Instructional Planning and Delivery. Standard 5-- Data-Driven Practice. | Quizzes Assessment Article Review Assessment Arc of the Year |
| SLO 2 | Gain knowledge and skill in considering ways in which assessment and evaluation come into play when differentiating instruction for all students, including those with varied literacy levels, socio-cultural, and linguistic backgrounds. | Standard 2-- Knowledge of Students and Student Learning. Standard 3-- Content Knowledge and Expertise. | Quizzes Assessment Article Review Assessment Arc of the Year Presentation of Arc |
| SLO 3 | Apply research-based approaches, methods, and materials for designing, implementing, and evaluating instruction to promote effective content learning. | Standard 5-- Data-Driven Practice. | Unit (Re)Design Assessment Arc of the Year |

E. Course Projects, Evaluation and Grading: The assignments and projects outlined below are designed to contribute in a different, and yet complementary way in achieving the stated course objectives.

Tasks, and Points/Percentages (T=100 points=100%)

- Bolded and underlined numerals are what add up to 100 points**
- Course grade is calculated on total *percentage* (%) of overall grade.
- Grades available to you through Canvas online grade center

*Collegiality: **10.0 points (10/10=100%)**

Meet and greet 5.0 points

Connect with a colleague (coffee meet up) 5.0 points

* E-learning Activities-various--**20 points (20/20=100%)**

* Quizzes **25 points (25/25=100%)**

*Assessment Arc of the Year **(15.0 points (15/15 =100%)**

*Unit (Re)Design **(20 points 20/20=100%)**

* Final **(10 points 10/10-100%)**

| Performance standards | | | |
|-----------------------|---------|-------|-------------|
| Points | Percent | Grade | Standard |
| 90-100 | 90% | A | Outstanding |

| | | | |
|-------|--------------------|---|--------------|
| 80-90 | 80% | B | Good |
| 70-80 | 70% | C | Fair |
| 60-70 | 60% | D | Poor |
| 00-59 | 59% or below = "F" | F | Unacceptable |

F. One Required Text. *Get the edition noted.*

All readings, quizzes, course expectations are based on the noted edition and not an earlier one.

Popham, W. J. (2020). *Classroom assessment: What teachers need to know* (9th ed.).

Pearson.

ISBN-13: 978-013-556910-8

ISBN-10: 013-556910-9

(get paperback or kindle; you are NOT required to get supplemental digital package).

UT-Tyler Bookstore

How to find your textbooks:

Homepage: <https://uttyler.bncollege.com/webapp/wcs/stores/servlet/BNCBHomePage?storeId=65060&catalogId=10001>

- Click on upper tab that says "Textbooks" -- that will take you to a pull-down menu that says "Find Textbooks"
- The "Find Textbooks" click will take you to a page with four columns.
- You will see four columns -- one for Term (choose Summer 2020); one for Department (choose EDUC); one for Course (choose one you are enrolled in e.g. 5351); and, last, one for Section (usually only one choice -- but if there is more than one section, be sure you click on the section in which you are enrolled).

Important Note: *A student of this institution is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.*

REQUIRED and FREE:

Assessment Glossary provided by the National Council on Measurement in Education:

<https://www.ncme.org/resources/glossary>

Articles/chapters from various professional journals: Various articles pertinent to weekly topics, written by experts in various disciplinary area, as instructed in weekly modules. As a UT Tyler student, these (and many, many others) are available to you at no additional cost. Access them through the [UT Tyler library portal](#).

| |
|---|
| Professional journals include (but not limited to) the following: |
|---|

| | |
|--|---|
| <p>Educational Assessment <i>Journal of Adolescent & Adult Literacy</i> <i>The Reading Teacher</i> <i>Language Arts</i> <i>Voices from the Middle</i> <i>English Journal</i> <i>Reading & Writing Quarterly</i> <i>Reading Improvement</i> <i>Library Media Connection</i> <i>Harvard Educational Review</i></p> | <p><i>Mathematics Teacher</i> <i>Mathematics Teaching in the Middle School</i> <i>Middle School Journal</i> <i>Science Scope</i> <i>The Science Teacher</i> <i>Journal of Science Teacher Education</i> <i>Journal of American History</i> <i>OAH Magazine of History</i> <i>Educational Leadership</i></p> |
|--|---|

HIGHLY RECOMMENDED!

PROFESSIONAL ORGANIZATION MEMBERSHIP

A student membership (\$20-\$40 depending on **your discipline**) in your content area's national professional organization:

National **Science** Teachers Association (NSTA) <http://www.nsta.org/membership/student.aspx>

National Council of Teachers of **Mathematics** (NCTM) <http://www.nctm.org/membership/>

National Council of Teachers of **English** (NCTE) <https://secure.ncte.org/store/individual-membership>

National Council of Teachers of **Social Studies** (NCTSS)

<http://www.socialstudies.org/membership>

National Association for Sport and Physical Education

<http://www.playgroundprofessionals.com/encyclopedia/n/national-association-sport-and-physical-education>

National Association for Music Educators <http://www.nafme.org>

National Association for Art Educators <http://www.arteducators.org>

A membership in your discipline's national organization will give you access to your Specialized Professional Associations (SPA) guidelines, policy statements, standards, position statements, lesson plans, journals, invitations to professional engagement, and much more (NCTE, NCTM, etc.).

SOME ADDITIONAL RESOURCES

Access ERIC - a non-peer-reviewed, free database of educational research <http://www.eric.ed.gov>

American Association for School Librarians – Best Websites for Teaching and Learning.

<http://www.ala.org/aasl/guidelinesandstandards/bestlist/bestwebsites/top25>

Edutopia: What Works in Education. The George Lucas Foundation <http://www.edutopia.org/>

Top Ranked Websites for Teachers: <http://websites4teachers.com/>

Texas Essential Knowledge and Skills (TEKS): <http://www.tea.state.tx.us/teks>

TEA's Clearinghouse for Best Practices: <http://www.tea.state.tx.us/bestprac/>

Recommend that you Bookmark:

*UT Tyler student portal (e.g. Canvas, Bookstore, etc.): <https://www.uttyler.edu/students/>

*UT Tyler Muntz Library <https://www.uttyler.edu/library/>

G. Assignment Descriptions & Course Policies

#1) Collegiality (Meet & Greet = 5.0; Coffee Meet Up =5.0) 10 points

A Meet and Greet (Week 1) 5.0 points (all posts and comments due at the end of Week 1, June 7, 2020, by 11:59pm)

Post: Record a video of yourself on the Meet and Greet page using FlipGrid. You'll have a few minutes to tell us a little about yourself – things that you are comfortable sharing

(e.g., where living, teaching, goals for yourself; a book you've "recently" read; and a "fun" fact).

NOTE: I suggest that you try to **get this up by Friday**.

Comment: Then, by the end of Week 1, by 11:59pm, get around to five people (go for a mix of people you know and those you don't know especially well) and respond in a brief and friendly way to their posts.

Grading

Post =2.5 points

Comment= 0.5 x 5 comments = 2.5 points

Total possible points+5.0

B_Coffee Meet-Up (Network with a colleague or two+) Due by Wednesday July 1, by 11:59pm-last class day of semester): 5.0 points

- **The idea is** for you to start to identify colleagues with whom you may share interests and/or similar teaching contexts **so that you can build your collegial network** that may still be available to you after you graduate from the program. Think of this as "going for coffee" with someone or a small group of people. You can talk about your project questions, your various interests, your own contexts, and/or your own professional goals for once you complete the program.
- **How?** Zoom or Google Hangouts works well. Or you can schedule a phone call, or meet in-person with one other classmate (please be careful about any in-person meetup because of COVID19). I strongly encourage you to aim for a synchronous, or real-time meet up. However, I know this may not always be possible. Alternatively, you could email, text message each other. Aim for a visit of at least 30 minutes. You will have had an opportunity to get a sense of others through the Meet and Greet, and the Discussion Forums. I suggest that you schedule this by the end of Week 2. Also, I suggest that you get this done in the first half of this short semester – so that you can reap the potential benefit of connecting with someone DURING the term.
- **Finding a colleague:** You can use the "People" tool in the left margin of our Canvas course page to reach out to individuals. I will post a Google Doc – so people can write in who is connect with who and can serve as a "finding aid".
- **Zoom** I recommend Zoom <https://uttyler.zoom.us> as it is a platform that the university uses.
 - **Grading--Evaluation: Write me a short "letter" and upload it to the Coffee Meet-Up Assignment folder on Canvas.** Tell me who you reached out to, the date, time and mode of your meet-up, and a little bit about how it went. It's up to you as to whether and how you may wish to exchange any other contact information. The most private is through within-class Canvas email. For videoconferencing,
 - **DUE: "Letter" due no later than Wednesday July 1, 11:59pm.**

#2) E-learning Activities -- various discussions and other activities (10/10=100% grades taken incrementally.

Description: Because this is a graduate level course, expectations are high for active engagement and substantive contributions to class activities, with timely completion of readings and related activities. Active engagement entails making sustained and substantive contributions by completing assigned readings on time, asking critical questions (of the readings, of yourself, of colleagues), collaborating with others asynchronously, and exploring implications and applications of knowledge gained for your own professional work.

And, ss graduate students, it is critical that you read deeply and engage in a productive and collegial manner with your professional community (us) in order to grow. Through weekly assigned opportunities for asynchronous (and sometimes possibly synchronous) activities.

Other E-Learning activities may include (for example):

- Discussion board posts in large and/or small groups.
 - You can expect to present an article on assessment at the end of Week 3, using Canvas Discussion board. Special instructions will be made available in a timely way.
- A whole class *Pinterest board* or other time-limited social media experiment, such as joining *Twitter chats* for content educators.
- Notebook work that may entail vocabulary work and other emergent activities based on the needs of the course.

Evaluation: Your E-Learning Activities' responses will be evaluated on the level of engagement (for example, in a discussion, how often and when you contribute to the discussions), the quality of the contributions made (how thoughtful and substantive your contributions are), and the professionalism you exhibit when responding to assigned discussion topics or issues (how respectful and considerate you are to discussion forum members).

Guidelines for all discussions:

WHEN POSTING: When responding to assigned readings or activities via discussion forums, I suggest using the following questions as a *general guide for organizing your responses*:

- a. What are the main point(s) made or issue(s) raised in the assigned readings?
- b. What are some of your own connections to the readings via your life experiences, your observations, your readings or viewings of other text/film/media?
- c. What are the strengths and weaknesses (or limitations) of the main points outlined, arguments made, or solutions provided?
- d. In what ways will the knowledge gained from the assigned reading(s) or activities help you enhance your role and/or work as a classroom teacher, reading specialist, or literacy coach?
- e. What are you thinking about *differently* as a result of this/these reading(s)? What questions does it raise for you?
- f. Posts should be approximately two full paragraphs in length (or longer). And, always CITE the text and page.

WHEN COMMENTING: Reply thoughtfully, and carefully, Refer to specific comments for which you can give your colleague positive reinforcement. Also, if you disagree, do so tactfully (e.g. "I wonder what it might look like if..." Or "Have you considered taking a look at?"). And, use your I-Statements (e.g. "Reading your post helped me connect your point to my 8th grade PLC because....." Or, "I sometimes get confused by arguments for standardized testing because...."). Be specific, be tactful, and act as a thinking-partner ☺. Any comment should be substantive and in the range of 50 to 100 words in length.

#3) Quizzes (25/25 =100%).

Description: You will be quizzed weekly over whole-class assigned readings from the textbook. Research shows that quizzes help to reinforce learning¹. Multiple choice, True-False, and Essay are among the question formats that may be used.

#4) Assessment Arc of the Year: 15 points (15/15=100%)

Description: Completing components across three weeks, this project invites students to consider district assessments and calendars, scope and sequence, challenges students frequently face in benchmarks, and the opportunity to redesign curriculum. Students will complete portions in three phases before turning in a single refined product.

Whole project due at the end of Week 3. Specific instructions to follow.

Overview

Phase 1: Students will find and download a district's testing calendar that includes STAAR and benchmarks. Students will create a table in Word, month by month, that shows each of the assessments that pertain to their own content area and grade band. Due at the end of Week 1.

Phase 2: Students will find the same district's Scope and Sequence for your content area and grade band. Ask yourself, "What do my students have difficulty with in the January benchmarks? Find your students' challenge area on the Scope and Sequence. Are they mis-aligned? Suggest a different time frame of teaching so that students are successful on the January benchmark. Due at the end of Week 2.

Phase 3: Using your assessment calendar, and scope and sequence document, and the holes you've discovered in students' benchmark scores, sketch out what you'll teach across the year and locate your own teaching assessments in alignment. Be sure to include at least two formative and two summative assessments PER GRADING PERIOD (i.e. every nine weeks). Write a rationale that explains what you did and WHY this will help student learning outcomes. Final polished version due at the end of Week 3.

#5) Unit (Re)Design (20 points 20/20=100%)

Description:

Overview: (Re)Design a three-week unit and align your curricular goals and objectives with state standards (TEKS). Provide a substantial rationale statement of no fewer than 1000 words that provides justification for why this unit and what to do with it in this opportunity to redesign. What about it did not work well before? How do you know? How will that change? What are you expected (or hoped-for) outcomes? Align activities with Bloom's revised taxonomy and provide layers of formative assessments that lead, intentionally, to students' success in summative assessment(s). Clear descriptions of activities will be provided that are sufficiently detailed as to be understandable to a fellow educator. A calendar of activities and assessments will be included. Provide no fewer than nine formative and three summative

¹ Benefits of testing memory: Best practices and boundary conditions.

Roediger III, Henry L.; Agarwal, Pooja K.; Kang, Sean H. K.; Marsh, Elizabeth J. Davies, Graham M. (Ed); Wright, Daniel B. (Ed), (2010). *Current issues in applied memory research. Current issues in memory.*, (pp. 13-49). New York, NY, US: Psychology Press, xiii, 262 pp

assessments and illustrate their alignment across standards, scope and sequence, Bloom's, disaggregated testing data, and the district testing calendar. All assessments should be fully developed and attached, ready to hand to students/parents/administrators. Specific instructions to follow.

#6) FINAL (10 points 10/10=100%)

Description:

Overview: Think of this as a within-class, mini-conference. As is true at any reputable conference, presenters write a very substantial piece of work – in this case, your own Unit (Re)Design—then share selections from it in a presentation format. We will do the same using a Canvas Discussion forum in which you will share elements of your completed project and respond in a collegial way to other students. Specific instructions to follow.

COURSE POLICIES

Everything *Canvas*: <http://www.uttyler.edu/canvas/>

TECHNOLOGY: Internet; email; Canvas

Technology will serve as our main tool for communication. Important announcements and readings will be posted on Canvas. UT-Tyler email and emails generated through Canvas will be utilized as a communication tool, as well.

This is an online course – it is up to you to have reliable and continuous access to high speed internet. This class is formatted for computer use – that is, laptop or desktop.

- **It is expected that you will check your UT-Tyler email daily**, and Canvas regularly for information and announcements.
- **It is expected that everyone will have and use his/her email account associated with UT-Tyler and keep their information current with the university.**
- **IMPORTANT:** You have elected to take an online class, and it is your responsibility to find and maintain a stable internet connection. I suggest you locate two or three back up Wi-Fi friendly sites (e.g. Starbucks, your local public library; a friend or family member's home) in the event that your home internet service fails.
- **IMPORTANT:** If you elect to go on a vacation or otherwise travel, it is still your responsibility to turn in your work, online, on time.

Technology Troubles?

Start here: <http://www.uttyler.edu/canvas/>

For any difficulties associated with technology, you may contact **IT Support** on their 24/7 student webpage, <http://www.uttyler.edu/it/support/student-support.php>

Or by phone, 800-UT TYLER or 903-565-5555 or, by email itsupport@uttyler.edu

Computer Literacy Requirement

You are expected to use word processing for all assignments (unless otherwise instructed); that is, a document submitted in Plain Text is not acceptable, while Times New Roman in MS Word, is acceptable. All assignments (unless instructed otherwise) must be typed, doubled-spaced and formatted in APA style. As students at UT-Tyler, you have access to **deeply discounted software** – check it out:

<http://www.uttyler.edu/it/it-purchases.php>
<https://store.hied.com/select/go/uttyler>

When you post something to a Discussion Forum, copy and paste your text into the message pane; do *not attach a document unless* the assignment specifically instructs you to do so. **Do not expect us to open your documents to read your post or your response. We won't. You'll lose points.**

Online discussions (Discussion of various kinds on various platforms), as well as Power Point (Prezi; Keynote) presentations may also be a feature of this class.

PDF is the most stable of the formatting options; however, MS Word will work for uploading most assignments.

Internet research: Throughout this course, you will be expected to use the Internet as a source of communication and research, as well as that of library sources.

UT-Tyler Online Library: As a student at The University of Texas at Tyler, you are paying for and have access to a robust and networked university library and professional librarians whose job it is to help you. **You are expected to use the library, and to ask for help when you need it.** <http://library.uttyler.edu> This link is the homepage of the UTT library, visit it and note the CHAT feature. This can be a lifesaver!!!! Check out this help page too <http://library.uttyler.edu/help>

Clear identification of work: Name, Date, Topic

All work must be neat, paginated, proof read, and properly identified with your name and page number on subsequent pages. All files and posts must be labeled logically and informatively (e.g. Consalvo_Text Set; or Consalvo_Short Bio_meet & greet; or, Consalvo_Final Learning Portfolio_date). At the top of your submitted work, you must have your first and last name, name of assignment, date due, date completed (if applicable). *I will not spend my time* figuring out (for example) what chapter questions you have turned in if it is not clearly stated in your heading. You will get a zero.

Plan for Printing and Scanning

You may discover that you need to work both on- and off-line. Some readings and some writing tasks are simply better learning experiences done using paper and pencil. To that end, it is important that you establish immediately **regular and reliable access to printing and scanning services** whether you own your own printer, or that you locate two or three printers on campus and understand how they work, how to pay for copies, etc. Or, you may need to find out where the nearest copy shop is to you and set aside money for that. Access to a scanner can be a lifesaver – as some assignments may require you to hand draw or write, and to scan in those documents as a required part of the assignment as a whole.

Neatness and professionalism in submitted work:

I will not accept bits and pieces of assignments, rather, it is up to you to compile your projects and submit each as a single and continuous pdf. To do this you may have to 1) format each individual page; 2) print it out; and/or 3) scan it in to make a single pdf out of the whole document. This is where access to a print shop, like Staples; Kinkos, or Office Max can be a life-saver. If you, for example, submit an article, found on a website, in your Text Set, be sure to format it neatly and remove any ads or extraneous verbage or pages. The design of your work is an important factor in its readability.

APA Citation help:

Correct attribution of work that someone else did is expected of an educated person. In this class, *as educators*, you will adhere to the accepted “style” called APA – for the American Psychological Association. APA (7th) is the style required of the social sciences of which education is one sub-field.

The OWL at Purdue: The Online Writing Lab at Purdue University AKA **The OWL at Purdue** is a powerhouse of accessible, understandable, correct, and relevant resources for you; use it!

The OWL at Purdue

- <http://owl.english.purdue.edu/owl/section/2/10/>

Here at UT-Tyler, we have many citation resources available to you.

Style and Citation Guides available through UT-Tyler

- <http://libguides.uttyler.edu/citations>

Timeliness and Participation: REALLY IMPORTANT!

Since this class meets online, you are expected to keep up with assignments (readings, discussions, etc.), and to complete and turn them in according to timeline in the syllabus’ Activities Schedule and/or by the timeline on any given assignment’s handout. To not do so WILL affect your grade. Assignments are due on the day and by the time on which they appear in the syllabus’s Activities Schedule.

As a professional development class, engagement in every session is critical for ongoing building of your knowledge. As such, you are expected to complete all assignments to the best of your ability and according to the timelines established. Moreover, you are to communicate with the instructor regarding any extenuating circumstances that may arise, in advance. Your timeliness and participation are factored into my assessment of your readiness and suitability for the being a teacher-leader and are factored into your grades.

Students who must miss a number of classes due to extenuating circumstances should contact the Dean’s Office.

****Students are responsible for all work despite any missed modules/classes.****

Late/Incomplete Work

Unless otherwise stated, all work will be completed and turned in on the day, and by the time it is due. Late assignments without prior, written permission from the instructor or without the presence of documentable (by you), extenuating circumstances will result in a lowering of the assignment grade. If you have gotten written instructor permission, print out the email and attach to your work. I am not responsible for keeping track of such matters. It falls on you to present your documentation in a professional manner.

How the Grading Works for Late Assignments:

For each day that an assignment is late, the final grade will be docked one letter grade for up to three days, assuming that it is “A” quality work; then, on day #4, it reverts to 50%; then, on day #6 the grade reverts to zero.

Ten Suggestions for Success in Course

1. Do all of the readings – Not completing the readings is always very tempting. However, you will find it much more challenging to participate in discussion, or write convincing rationales, and your learning will be impacted.
2. Do your homework for each class; including participating in Discussions.

3. Keep your materials organized. Visit and re-visit your files, folders, binders, cases. All course materials require tending and reorganizing across a semester - -whether online or in a face to face environment.
4. Print out and read and re-read the syllabus. Print out and read and re-read assignment instruction handouts. Check items off as they are completed.
5. Make connections between readings; learn to think about ways strategies CAN be tweaked to serve adolescent students –whether you currently teach adolescents or not.
6. PARTICIPATE IN DISCUSSION – Some of the best insights for understanding texts and deciding on topics for essays comes from sounding ideas off of other people; use the discussion settings as opportunities to do this. Also, the class will be more interesting for everyone if there is lively discussion.
7. Drafts of projects – The importance of working on early drafts and soliciting feedback cannot be stressed enough. Turning in papers that have not been reread, revised, and proofread will result in a lower grade. Most importantly, you will produce better work if you give yourself time to think through various concepts. I strongly suggest that you use the UT Tyler Writing Center’s online services.
8. Plan ahead.
9. Outside reading – It is perfectly appropriate and is encouraged for students to do readings and research outside of what is assigned; this will help to generate more discussion in class and will make writing easier.
10. Talk to me – If there is a problem or a question, please communicate with me.

(5) Standard 5--Data-Driven Practice. Teachers use formal and informal methods to assess student growth aligned to instructional goals and course objectives and regularly review and analyze multiple sources of data to measure student progress and adjust instructional strategies and content delivery as needed.

- (A) Teachers implement both formal and informal methods of measuring student progress.
- (i) Teachers gauge student progress and ensure student mastery of content knowledge and skills by providing assessments aligned to instructional objectives and outcomes that are accurate measures of student learning.
 - (ii) Teachers vary methods of assessing learning to accommodate students' learning needs, linguistic differences, and/or varying levels of background knowledge.
- (B) Teachers set individual and group learning goals for students by using preliminary data and communicate these goals with students and families to ensure mutual understanding of expectations.
- (i) Teachers develop learning plans and set academic as well as social-emotional learning goals for each student in response to previous outcomes from formal and informal assessments.
 - (ii) Teachers involve all students in self-assessment, goal setting, and monitoring progress.
 - (iii) Teachers communicate with students and families regularly about the importance of collecting data and monitoring progress of student outcomes, sharing timely and comprehensible feedback so they understand students' goals and progress.
- (C) Teachers regularly collect, review, and analyze data to monitor student progress.
- (i) Teachers analyze and review data in a timely, thorough, accurate, and appropriate manner, both individually and with colleagues, to monitor student learning.
 - (ii) Teachers combine results from different measures to develop a holistic picture of students' strengths and learning needs.
- (D) Teachers utilize the data they collect and analyze to inform their instructional strategies and adjust short- and long-term plans accordingly.
- (i) Teachers design instruction, change strategies, and differentiate their teaching practices to improve student learning based on assessment outcomes.
 - (ii) Teachers regularly compare their curriculum scope and sequence with student data to ensure they are on track and make adjustments as needed.

UT Tyler Honor Code

Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

For a full list of university policies including information related to the topics listed below, click [here](#).

- Students Rights and Responsibilities
- Campus Carry
- Tobacco-Free University
- Grade Replacement/Forgiveness and Census Date Policies
- State-Mandated Course Drop Policy
- Disability Services
- Student Absence due to Religious Observance
- Student Absence for University-Sponsored Events and Activities
- Social Security and FERPA Statement
- Emergency Exits and Evacuation
- Student Standards of Academic Conduct

UT Tyler Resources for Students:

- UT Tyler Writing Center (903.565.5995), writingcenter@uttyler.edu, <http://www.uttyler.edu/writingcenter/>
- UT Tyler Tutoring Center (903.565.5964), tutoring@uttyler.edu, <https://www.uttyler.edu/tutoring/>
- The Mathematics Learning Center, RBN 4021, This is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
- UT Tyler Counseling Center (903.566.7254) <https://www.uttyler.edu/counseling/>

[University Guidelines, Links and Policies](#)

COLLEGE OF EDUCATION AND PSYCHOLOGY (CEP) VISION AND MISSION

Vision: The College of Education and Psychology is nationally recognized and respected for its academic programs and opportunities. It is a center of academic excellence, scholarly inquiry, and public service. The College prepares leaders to meet the critical challenges of the 21st Century through productive contributions to local and global communities and toward individual and cultural equity.

Mission: The mission of the College of Education and Psychology is to provide a positive environment that fosters the acquisition of knowledge and skills. The mission is individually and collectively realized through a community of scholars that contributes to knowledge through scholarly inquiry; organizes knowledge for application, understanding and communication; and provides leadership and service. We affirm and promote global perspectives that value individual and cultural diversity to enhance learning, service, and scholarship.

UT TYLER'S SCHOOL OF EDUCATION STANDARDS FOR EDUCATOR PREPARATION PROGRAMS

Texas Education Standards: The School of Education are committed to teaching and implementing the Texas Educator Standards at the highest level. The School of Education faculty use the Texas Education Standards, along with the Interstate New Teacher Assessment and Support Consortium (InTASC) standards used by educator preparation programs throughout the United States.

The list of [Texas Education Standards](#) can be accessed [here](#).

Access the [Code of Ethics and Standard Practices for Texas Educators](#).

FULL *TENTATIVE* COURSE SCHEDULE

Important notes

- *The instructor reserves the right to change assignments and due dates to meet the needs of the class.
- *Every effort will be made to provide reasonable notice to students of no less than 24 hours and will be communicated via Announcements and/or class E-mail.
- *Details will be posted in each module for each week's activities: One week=one module.
- *I will have each week's module up BY Monday at 5pm.
- *All student work for a given week is due the following **Sunday BY 11:59pm**.

EXCEPTION IS WEEK 5 – CAREFULLY NOTE DATES IN WEEK 5.

| Week | Module & date up | Activities, Assignments & Due Dates |
|--------|---|---|
| 1 of 5 | Module 1 M 6/1/20 To Sun 6/7/20 | <p>*Lecture(s):</p> <ol style="list-style-type: none"> 1) Lecture: Instructions for Week 1 2) Lecture: Overview of course 3) Content Lecture: Bloom's Taxonomy and Assessment; 4) Content Lecture: Assessment Literacy 5) Lecture-Assignment: Presenting an article on assessment to the class (Final product due by end of Week 3, pieces due weekly) 6) Lecture-Assignment: Arc of the Assessment Year (Final product due by end Wk 3; pieces due weekly) 7) Lecture-Assignment: Coffee Meet-Up (due Wed. 7/1, by 11:59pm) (Google doc available for sign up) <p>READ</p> <p><u>Textbook : Popham (2020) Chapters 1-4 pp. 1-126.</u></p> <ol style="list-style-type: none"> 1-Why do teachers need to know about assessment? (1-33) 2-Deciding what to assess (34-73) 3 _Reliability of assessment (74-96) 4 _Validity (97-126) <p>E-Learning Activities:</p> <ul style="list-style-type: none"> ➤ DUE Meet & Greet. ALL Posts & Comments DUE Sunday 6/7 by 11:59pm: Preferred POST by Friday 6/5 by 11:59pm (Instructions in Module 1); COMMENTS by Sun. 6/9 (11:59pm): quick "hi" to 5 peers. ➤ DUE Piece 1 of Arc of Assessment Year (consult instructions) ➤ DUE Bloom's exercise ➤ DUE Quizzes over Chapters 1, 2, 3, &4 |
| 2 of 5 | Module 2 Mon. 6/8/20 to Sun 6/14/20 | <p>*Lectures</p> <ol style="list-style-type: none"> 1) Lecture: Instructions for Week 2 2) Content Lecture: Kinds of tests and fairness 3) Lecture-Assignment Intro (overview) Assessment (Re) Design (due Sunday 6/28 by 11:59pm. |

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| | | <p>Coffee Meet Up Assignment link available in Canvas (Due by Wednesday July 1, 11:59pm)</p> <p>READ <u>Textbook</u> Popham (2020) Chapters 5, 6, 7, & 8 (pp. 127-226) Chapter 5 Fairness (127-153) Chapter 6 Selected-response tests (154-179) Chapter 7 Constructed-response tests (180-201) Chapter 8 Performance assessment (202-226)</p> <p>E-Learning Activities:</p> <ul style="list-style-type: none"> ➤ DUE Phase #2-Assessment Arc of the Year due by 11:59pm (consult instructions) ➤ DUE: part 1-Assessment Article-- <u>full reference</u> to Google doc linked in Module 2 (consult instructions) ➤ DUE Unit (Re)Design(draft part A)—What will you (Re)Design and why? (one paragraph rationale) ➤ DUE Quizzes over Chapters 5, 6, 7, & 8. |
| 3 of 5 | Module 3 M 6/15/20 to Sun. 6/21/20 | <p>*Lectures</p> <ol style="list-style-type: none"> 1) Lecture: Instructions for Week 3 2) Content Lecture: Portfolio assessment as a viable overarching structure 3) Lecture-Assignment (deep dive) Assessment (Re) Design (due Sunday 6/28 by 11:59pm. 4) Lecture-Assignment What to expect for Final (due 7/2/20 by 11:59pm) <p>READ <u>Textbook</u> : Popham (2020) Chapters 9-12 pp. 227-308. 9-Portfolio assessment (227-243) 10-Affective assessment (244-264) 11 Improving teacher-developed assessments (265-283) 12_ Formative assessment (284-308)</p> <p>E-Learning Activities:</p> <ul style="list-style-type: none"> ➤ DUE: Part 2—public version--Canvas Discussion: <u>Assessment Article Post and Comment</u> due by 11:59pm (6/21/20) ➤ DUE Phase #3/Final Polished Version-Assessment Arc of the Year due by 11:59pm (consult instructions) ➤ DUE Quizzes over Chapters 9, 10, 11, & 12 |
| 4 of 5 | Module 4 M 6/22/20 to Sun. 6/28/20 | <p>Lectures</p> <ol style="list-style-type: none"> 1) Lecture: Instructions for Week 4 2) Content Lecture: Standardized testing and preparation <p><i>Important:</i> Reminder that usual due dates and times are DIFFERENT during the last week of Summer 1 – next week (Week 5).</p> <p>READ</p> |

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|---|--|---|
| | | <p>Textbook : Popham (2020) Chapters 13-16 pp. 309-410.</p> <p>13-Making sense out of standardized test scores (309-340)</p> <p>14-Appropriate and inappropriate test preparation practices (341-355)</p> <p>15_ The evaluation of instruction (356-388)</p> <p>16_ Assessment-based grading (389-410)</p> <p>E-Learning Activities:</p> <ul style="list-style-type: none"> ➤ DUE Unit (Re)Design (draft part A) (refer to instructions) ➤ DUE Quiz(zes) over Chapters 13, 14, 15, & 16 |
| <p>5 of 5 Short Week</p> <p>Last regular class day for Sum 1 is Wed. 7/1/20.</p> <p>Final exam day is Thur. 7/2/20.</p> | <p>5.0 M 6/29/20 to W 7/1/20</p> | <p>Lectures</p> <p>1) Lecture: Instructions for Week 5</p> <p>2) Content Lecture: The evaluation of instruction</p> <p>E-Learning Activities:</p> <ul style="list-style-type: none"> ➤ DUE: Coffee Meet Up Letter BY Wednesday July 1 by 11:59pm ➤ DUE Full project Unit (Re)Design BY Wednesday July 1 by 11:59pm <p>❖ FINAL EXAM</p> <p>Presentation over your Unit (Re)Design Project. This is our in-class, mini-conference.</p> <p>Post AND Comments DUE by 7/2/20 by 11:59pm</p> |